

SB 405 District Application
Form A: Prekindergarten Programs



District Name: **Douglas County School District**
 District Contact: **Brian Frazier, Director of Area 2**

Date: **July 28, 2015**

Statutory Language: <i>"The creation or expansion of high-quality, developmentally appropriate prekindergarten programs, free of charge, which will increase enrollment of children who are limited English proficient."</i>	
Description/Overview (Include goals and objectives for students' knowledge, skills, and behavior):	<p>Program Goal: Early Childhood Education (ECE) students will demonstrate literacy achievement including oral language development that will indicate data documented growth in all subpopulations.</p> <p><u>Research-based Curriculum Model Aligned with Nevada Pre-K Standards:</u></p> <ul style="list-style-type: none"> • The DCSD defines school readiness as those skills and experiences that prepare children for school success, including language and literacy skills that prepare students for kindergarten. • The Nevada Pre-K standards (2010) provide a guide for the outcomes desired for entry into kindergarten. • By connecting with the K-3 standards and curriculum students are supported by linking Pre-K as a critical part of school readiness and success for each child. • The DCSD Pre-K program proposes to use a variety of curriculum, resources, and assessments including, but not limited to: <ul style="list-style-type: none"> ○ High Scope Preschool Curriculum ○ High Scope Growing Readers Early Literacy Curriculum ○ PPVT – Peabody Picture Vocabulary Test – receptive vocabulary skills; ongoing progress monitoring ○ Brigance Screens ○ WIDA-MODELS (placement & growth/progress). <p>The DCSD Pre-K (Early Childhood Education – ECE) SB405 program will be aligned with the DCSD Literacy Plan (aligned with Nevada State Literacy Plan) and the Nevada Pre-Kindergarten Standards (2010). To facilitate program implementation and to provide appropriate services, supports, and transitions DCSD has established partnerships and MOUs with:</p> <ul style="list-style-type: none"> • A Memorandum of Understanding (MOU) with the Washoe Tribe Head Start program. • A MOU with Nevada Early Intervention Services (NEIS). • Collaboration with Douglas County Public Library. • Collaboration with Douglas County Social Services. <p>The Douglas County School District is committed to the sustainability of the ECE program by committing to coordinate and integrate funding from Title 1, special education, Title II, and Title III to help provide support to the program and professional development and support to the ECE staff.</p>
Justify selection of this program/School(s) – (include needs assessment):	DCSD has two existing ECE programs located at Jacks Valley Elementary School and C. C. Meneley Elementary School. These programs serve the populations within these two school zoned areas. A large unserved population exists in the central county (mid-town Minden and Gardnerville) serving the school populations for

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	<p>Minden Elementary and Gardnerville Elementary schools.</p> <p>We want to get the ECE program going in FY16 to serve the families in these two attendance zones, then envision beginning in year 2 (FY17) the blending of funding sources and programs with Title 1 and special education to provide an Early Childhood Center located at Minden Elementary School (MES) that will centralize early childhood programs, services, and supports in one location. This will mean moving the two ECE programs from Jacks Valley Elementary and C. C. Meneley Elementary to Minden Elementary where the MES-ECE program and special education Early Childhood Special Education (ECSE) programs are located. Students will then be served throughout the district based on need according to funding assistance (Title 1 served schools; EL identified students; students with disabilities; homeless and unaccompanied youth; etc.). The Early Childhood Center will then be able to provide a continuum of services, supports, activities, and instruction in one location for the benefit of Douglas County parents and ECE students.</p>																									
Location & School(s) Served:	Location: Minden Elementary School. Schools served: Minden Elementary & Gardnerville Elementary School																									
<p>Projected number of ELLs and non-ELLs by age: did we receive final guidance on the % of ELs and none here?</p> <p><i>*If EL student participation is less than two-thirds, please provide research/ justification in next section.</i></p>	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Age</th><th colspan="2">Number of ELL Students</th><th colspan="2">Number of Non- ELL Students</th></tr> </thead> <tbody> <tr> <td>3</td><td colspan="2">12</td><td colspan="2">4</td></tr> <tr> <td>4</td><td colspan="2">15</td><td colspan="2">5</td></tr> <tr> <td>5</td><td colspan="2"></td><td colspan="2"></td></tr> <tr> <td>Total</td><td>27</td><td>75%</td><td>9</td><td>25%</td></tr> </tbody> </table>	Age	Number of ELL Students		Number of Non- ELL Students		3	12		4		4	15		5		5					Total	27	75%	9	25%
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3	12		4																							
4	15		5																							
5																										
Total	27	75%	9	25%																						
If applicable, justify* non-EL student participation as part of the instructional design that will academically benefit all participants:	Not applicable. The program will serve over two-thirds EL students in the 3 and 4 year old classes.																									
Student participation selection process:	<p>(What was the criterion upon which this was based? How was priority determined?)</p> <p><u>Entrance Criteria:</u></p> <p>Entrance criteria for the DCSD ECE SB405 program – <u>priority</u> is given to:</p> <ul style="list-style-type: none"> Children who are 3 or older by September 30th of the current school year (4 years of age for the 4 year old program); Students who are identified as ELL based on the Home Language Survey provided during the screening; Children who are homeless (as defined by McKinney-Vento); Families that meet the low-income eligibility for free and reduced lunch; Special needs students (these students do not have to meet the other criteria other than age). <p><u>Selection Process:</u></p> <p>Students must first meet the requirements for eligibility as outlined in Entrance</p>																									

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	<p>Criteria listed above.</p> <ul style="list-style-type: none"> • Three-fourths of the class enrollment will be set aside for EL students as identified by the Home Language Survey and WIDA-MODELS given during the screening. • Three-year old students (by September 30th of the current school year) are placed first. • Children who meet the eligibility requirements will be enrolled on a first-come basis. • Children who are homeless will be served first and will not be put on a waiting list. • Children will be placed on a waiting list, or placed at other sites, if openings are available. • As classroom openings become available, children will be enrolled from the waiting list adhering to the eligibility requirements and priority placements.
EL Identification process:	(i.e. HLS survey): The Home Language Survey (see attached) will be given to parents during the screening session. Parents indicating a language other than English as the primary language spoken in the home and to the child at home will be identified as EL and eligible for the 75% of the classroom openings in the 3 and 4 year old classrooms. The WIDA-MODELS will then be used to verify EL needs and assist with placement.
Personnel and certification:	<p>(List certifications: TESL, ECE certified, be specific.)</p> <p>ECE Teacher: Teachers must possess a valid and current State of Nevada Elementary license with an Early Childhood Education certificate or credential, or possess the ability and desire to obtain an Early Childhood Education certificate or credential within a specified period of time.</p> <p>ECE Aide: Aides must be HQ based on the State of Nevada criteria for HQ paraprofessionals (passed the Praxis ParaPro and/or possess credits or post-secondary education per established criteria).</p>
Start and end date:	Once program is approved by NDE. Ideally, this program would begin August 17, 2015 and run through May 26, 2016. However, the program may begin later than August 17, 2015 when staff are selected, the program is promoted, and students identified and enrolled via the outlined selection process.
Daily session time(s): (AM/PM)	<p>Monday through Friday, 174 school days (includes 6 teacher professional development days)</p> <p>AM session – 9-11:30 AM (3 year olds) – 2.5 hours daily</p> <p>PM session – 12:30-3 PM (4 year olds) – 2.5 hours daily</p>
Days of the week:	Monday through Friday of each week (see attached calendar)
Assessment(s):	<ul style="list-style-type: none"> ▪ Must use WIDA-MODELS for Pre/Post Assessment. ▪ Brigance Screens for program entry and at the end of each year. ▪ Peabody Picture Vocabulary Test (PPVT) as a pre/post assessment.

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<p>Parental Engagement:</p>	<p>(Possible activities in which parents will participate.)</p> <p><u>At least one parent must agree to participate by:</u></p> <ul style="list-style-type: none"> • Attending parent teacher conferences; • Attending the parent orientation meeting - goals for participation and progress will be outlined during this meeting; orientation to PACT forms and requirements will be reviewed. • Setting and completing goals including: <ul style="list-style-type: none"> ○ Participating in the Family Storyteller workshop; ○ Increasing the amount of time reading to their child; ○ Increasing the amount of time spent with the child, such as parent-child activities at the school site and completing 'homework' activities with their child. ○ Participation in parenting classes/extended learning opportunities offered by Douglas County School District and Douglas County Agencies (Family Support Network, Douglas County Public Library, etc.).
<p>Curriculum: (i.e., Creative Curriculum, Reggio, etc.)</p> <p>Description and/or philosophy of the learning activity environment</p>	<p><u>Research-based Curriculum Model Aligned with Nevada Pre-K Standards:</u></p> <ul style="list-style-type: none"> • The DCSD defines school readiness as those skills and experiences that prepare children for school success, including language and literacy skills that prepare students for kindergarten. • The Nevada Pre-K standards (2010) provide a guide for the outcomes desired for entry into kindergarten. • By connecting with the K-3 standards and curriculum students are supported by linking Pre-K as a critical part of school readiness and success for each child. • The DCSD Pre-K program will use a variety of curriculum, resources, and assessments including, but not limited to: <ul style="list-style-type: none"> ○ High Scope Preschool Curriculum ○ High Scope Growing Readers Early Literacy Curriculum ○ PPVT – Peabody Picture Vocabulary Test – receptive vocabulary skills; ongoing progress monitoring ○ Brigance Screens ○ WIDA-MODEL assessments.
<p>Coordination with existing programs: (i.e., State PreK, Title I, etc.)</p>	<p>The Douglas County School District is committed to the sustainability of the ECE program by committing to coordinate funding from Title 1, special education, Title II, and Title III to help provide support to the program and professional development and support to the ECE staff.</p>
<p>Verify program aligns with Nevada State PreK criteria: (see appendix A)</p> <ul style="list-style-type: none"> ▪ Class size/Staff ratios ▪ Teacher qualification ▪ Eligibility 	<p>The DCSD ECE SB405 program aligns with the following PreK criteria:</p> <ul style="list-style-type: none"> • Class sizes are: <ul style="list-style-type: none"> ○ 3 year olds – 16 students with two adults (teacher & aide) ○ 4 year olds – 20 students with two adults (teacher & aide) • Teachers must have a valid and current Nevada teaching license with an

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<ul style="list-style-type: none"> ▪ Intensity ▪ Use of PreK Standards ▪ Others as identified by districts 	<p>Early Childhood Education credential or license, or the ability to obtain proper licensure within a specified period of time.</p> <ul style="list-style-type: none"> Students must be of appropriate age by September 30th of a given year. (eg) – 3 years of age by September 30, 2015 for the 3 year old program; 4 years of age by September 30, 2015 for the 4 year old program. Students who are 5 years of age by September 30, 2015 are not eligible for the program. The DCSD Pre-K (Early Childhood Education – ECE) SB405 program will be aligned with the DCSD Literacy Plan (aligned with Nevada State Literacy Plan) and the Nevada Pre-Kindergarten Standards (2010). DCSD will use the High Scope Preschool Curriculum and High Scope Growing Readers Early Literacy Curriculum. Both materials are aligned with the Nevada Pre-Kindergarten Standards. 														
<p>Program Report:</p>	<p>The DCSD will participate in all program reports as required under SB405, including reporting on all data elements as identified by NDE staff.</p> <p>Required under SB 405:</p> <p>(15)(a) Schools receiving allocations</p> <p>(15)(b) Allocations per school</p> <p>(15)(c) Description of this program</p> <p>(15)(d) Number of students participated in this program</p> <p>(15)(e) Average expenditure per child in this program</p> <p>(15)(f) Evaluation for the effectiveness of this program</p> <p style="padding-left: 40px;">Qualitative Data (i.e., Teacher Feedback, Observation Protocol)</p> <p style="padding-left: 40px;">Quantitative Data (i.e., WIDA-MODEL Pre-Post Scores)</p> <p>(15)(g) Recommendations for legislation to continue/expand effective programs</p> <p>(16)(a) 5/15/16—Report due to NDE (Activities up to 5/1/16)</p> <p>(16)(b) 1/15/17—Report due to NDE (Activities up to 12/30/16)</p>														
<p>Program Evaluation (15)(f)</p> <p>Define the measures you will use and how you will collect, analyze, and report the data to provide evidence of meeting the program goals and objectives. Please be specific:</p> <ul style="list-style-type: none"> ▪ Qualitative Measures ▪ Quantitative Measures <p>Child performance and/or Program Quality (ECERS, ELLCO, etc.) (See evaluation section, Appendix A)</p>	<p>The DCSD Pre-K (ECE) SB405 program will adhere to the Outcome Indicators identified for this program.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="2" style="background-color: #d3d3d3;">Outcome Indicators</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">Early Childhood Education Indicator 1</td> <td>Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests.</td> </tr> <tr> <td>Early Childhood Education Indicator 2</td> <td>ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication.</td> </tr> <tr> <td>Early Childhood Education Indicator 3</td> <td>With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS).</td> </tr> <tr> <td>Parenting Indicator 1: Parenting Skills</td> <td>Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.</td> </tr> <tr> <td>Parenting Indicator 2: Parents and Child Together Time (PACT)</td> <td>Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.</td> </tr> <tr> <td>Parenting Indicator 3: Parents and Children Reading Together</td> <td>Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.</td> </tr> </tbody> </table> <p>ECE Indicators 1, 2, and 3 – the WIDA-MODELS will be used to report on these indicators. Pre assessment (baseline) will occur upon program entry and post assessment will occur in May. Data will be reported for students with a minimum of four months of participation.</p>	Outcome Indicators		Early Childhood Education Indicator 1	Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests.	Early Childhood Education Indicator 2	ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication.	Early Childhood Education Indicator 3	With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS).	Parenting Indicator 1: Parenting Skills	Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	Parenting Indicator 2: Parents and Child Together Time (PACT)	Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.	Parenting Indicator 3: Parents and Children Reading Together	Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.
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	<p>Parenting Indicator 1, 2, and 3 –</p> <ul style="list-style-type: none">Indicator 1 – Based on participation in Family Literacy training and participation in selected parenting/extended learning opportunities provided by the Douglas County School District and Douglas County services (Family Support Network, Douglas County Public Library, etc.), parents will document attendance and participation based on goals established at the beginning of the school year or beginning of program participation.Indicator 2 & 3 – The Family Literacy Program will be used to provide training and support to families with weekly meaningful time spent with their children throughout the year and time spent each week with meaningful reading and literacy activities with their children. Data (reported via PACT forms) will be reported each week and compiled across quarters and the school year.
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All Districts need to fill this section out.

ASSURANCES

Upon approval of this proposal, **Douglas County School District** makes the following assurances:
(Name of Fiscal Authorized Agent)

- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in SB 405.
- Each district and the Nevada State Public Charter School Authority receiving these funds must provide written reports and program evaluations as required in SB 405.
- A homeless child will be enrolled in his/her "school of origin" or the school in which the child was last enrolled. A homeless child shall immediately enroll in school, even if the child lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The enrolling school must refer the parent/guardian of a homeless child to the school district homeless liaison, who shall help obtain necessary immunizations or immunization or medical records. Any record ordinarily kept by the school of each homeless child must be maintained so that the records are available.
- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- Funds received under this application will not be used to supplant existing financial support for current programs administered by applicant or collaborating entities. If blended funding streams are used to support the program, the amount of these funds and what they are supporting must be clearly described.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item.
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per Diem, mileage, and lodging payment are allowable only at State-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through these funds shall be maintained and made available upon request.

Print or Type Name and Title:

Brian Frazier, Director of Area 2

Signature

Date

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APPENDIX A: Required State Prekindergarten Program Components

Required Program Components	
Teacher Qualifications	Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-Kindergarten population. Typically, this is an Early Childhood teacher's license or an ECE endorsement on a teacher's license.
Eligibility	Children enrolled in the program must be under Kindergarten age and within the traditional Pre-K age range of 3 to 5 years old. If a child is age eligible for Kindergarten (5 years old on or before September 30, 2013), then that child is not eligible to participate in the Nevada Pre-Kindergarten Education program during that year. This program is intended for pre-K children only.
Intensity	All programs must provide a minimum of 10 hours per week of Pre-K.
Curriculum	Programs must utilize the Nevada Pre-Kindergarten Content Standards that were revised and adopted by the Nevada State Board of Education in June 2010. Programs must implement developmentally appropriate, research-based curriculum, such as Creative Curriculum, High Scope, etc.
Class sizes/ Staff ratios	Class sizes and child/staff ratios must not exceed the following NAEYC recommendations: <ul style="list-style-type: none"> ◆ Three year-olds are in groups of no more than 16 children with 2 adults ◆ Four year-olds are in groups of no more than 20 children with 2 adults ◆ Five year-olds are in groups of no more than 25 children with 2 adults ◆ Multi-age classrooms do not exceed class sizes or child/staff ratios for the age group with the largest representation ◆ Class sizes and ratios are based on enrollment at beginning of school year
Evaluation	<p>Each Pre-K Education program must participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.</p> <p>Each Pre-K Education program must have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.</p> <p>Programs may use child performance and/or program quality measurement tools such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and/or the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs.</p>
Other Required Components	<p>A parental involvement component must be administered in conjunction with the Pre-K program.</p> <p>In order to provide enhanced and comprehensive services to Pre-Kindergarten students and their families, Pre-K programs must demonstrate coordination with existing programs and/or community services through collaborative and cooperative efforts.</p> <p>A preschool child who is homeless must have equal access to the same public preschool programs as provided to other children, and that child must be enrolled immediately (if space available), even if the child lacks records normally required for enrollment (e.g., immunization records). <i>If desired, a copy of the Federal Homeless legislation (the McKinney-Vento Act) is available from this office upon request.</i></p>

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Program Evaluation: Required Indicators

A key component of the evaluation is the use of quality indicators of program delivery and program outcomes to describe the projects and evaluate their effectiveness. In fact, legislation directs the NDE to develop statewide performance and outcome indicators to measure the effectiveness of ECE programs. Per legislation, the indicators must include:

- Measures of the developmental progress of children before and after their completion of the program;
- Measures of parental involvement in the program before and after completion of the program; and
- The percentage of participants who drop out of the program before completion.

Rather than developing new performance and outcome indicators for early childhood education, it was determined that the Pre-K programs would use the existing indicators developed and used by Even Start programs. Therefore, as part of the evaluation system, the NDE requires each Pre-K Education program to use the following indicators on participant outcomes:

Outcome Indicators	
Early Childhood Education Indicator 1	Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests.
Early Childhood Education Indicator 2	ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication.
Early Childhood Education Indicator 3	With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS).
Parenting Indicator 1: Parenting Skills	Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.
Parenting Indicator 2: Parents and Child Together Time (PACT)	Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.
Parenting Indicator 3: Parents and Children Reading Together	Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.

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APPENDIX A: BUDGET/EXPENDITURE SUMMARY



The following budget forms can be located on the Nevada Department of Education website:
<http://nde.doe.nv.gov/FiscalServices.htm>. Please note that column B, Supplemental Schedule,
 should **explain each item in specific terms**. All items must be named, directly related, and necessary to the
 operation of the program.

State or Federal Budget Expenditure Summary

Agency:	Douglas County School District	Project Number:	
Project Name:	DCSD SB405 Early Childhood Education Program	Fiscal Year:	FY16
Check One:	BUDGET: <input checked="" type="checkbox"/> BUDGET AMENDMENT: <input type="checkbox"/> FINAL REPORT: <input type="checkbox"/>		

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	\$81,201.00		\$81,201.00
200	Benefits	\$38,900.00		\$38,900.00
300	Purchased Professional/Technical Services			
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500			
600	610 General Supplies (exclude 612)	\$23,456.50		
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies - Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600	\$23,456.50		\$23,456.50
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Other (820, 830)			
	Total 800			
Subtotal 100 – 600 & 800				\$143,557.50
** Approved Indirect Cost Rate: 2.66%				Included in ePage
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL				\$143,557.50

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature of Authorized Agency Representative

Date

Department of Education Use Only	
Initial	Date Approved

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**STATE OR FEDERAL FINAL REPORT OF EXPENDITURES
Supplemental Schedule/Detail ***

Project Number/Name: **DCSD SB 405 Early Childhood Education Program**

A Object Code	B Title of Position/Purpose of Time/Narrative **	C Project Time (FTE)	D QTY	E Salary, Rental or Unit Cost	F Budgeted Amount	G Expended Amount
100	ECE Teacher; teacher of record for the ECE program - must have valid Nevada teacher licensure with ECE credential; responsible for teaching 3 year old and 4 year old program, providing appropriate instruction aligned to Nevada PreK Standards and High Scope curriculum, will assess progress of students and document data.	1	1	\$60,000.00	\$60,000.00	
100	ECE Aide; assist the classroom teacher with students and instructional program; must be HQ per Praxis Parapro qualifications; responsible assisting with the instructional 3 year old and 4 year old programs, providing appropriate support to the teacher and assistance with students, will assist with assessment of student progress and document data.	1	1	\$21,201.00	\$21,201.00	
200	ECE Teacher benefits; established benefits per district negotiated agreement	1	1	\$27,000.00	\$27,000.00	
200	ECE Aide benefits; established benefits per district negotiated agreement	1	1	\$11,900.00	\$11,900.00	
300						
400						
500-510 500-580 500-Other						
	500 - Category Subtotal				-	-
600-610 600-612 600-620 600-630 600-640 600-641 600-650 600-651 600-652 600-653	ECE classroom startup - supplies and materials; startup materials for first year ECE program; will include chairs, tables, instructional materials, and consumable supplies. One time only. Only basic classroom supplies and replacement materials will be needed in subsequent years.	1	1	\$23,456.50	\$23,456.50	
	600 - Category Subtotal				-	-

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800-810						
800-890						
800-Other						
700-730 700-Other	800 - Category Subtotal				-	-
	100 - 600 & 800 Total				\$143,557.50	-
Total	700 - Category Subtotal				-	-
					\$143,557.50	-

- * If additional space is needed, duplicate this page and number the pages.
- ** Explain each item in specific terms. All items must be named, directly related, and necessary to the operation of the program.